



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS121Q
DBN (i.e. 01M001): 28Q121
Principal: EVELYN VADI
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Superintendent: BEVERLY FFOLKES-BRYANT
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Evelyn Vadi	*Principal or Designee	
Frank Soriente	*UFT Chapter Leader or Designee	
Daniel Hawkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Ana Ayala	Member/	
Mr. Kevin Reiser	Member/	
Mrs. Geraldine Canal	Member/	
Mrs. Omawattie Haimchand	Member/	
Mrs. Rekha Sookoo	Member/	
Mrs. Audra Sankar	Member/	
Mrs. Jamera Massop	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be an increase of 3 % in the number of grade one and grade two students who are meeting particular standards as measured by end of year school based common assessments in literacy.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing student running records, as well as, looking at student work across all content areas, we noticed the need to further support our students in reading more complex challenging texts, this goal has been chosen to improve students' reading proficiency.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Assisting students to become active critical thinkers is a challenging process, but essential for creating college and career ready citizens in the world today. Teachers need to understand the use of appropriate and necessary scaffolds in order to tackle complex texts. In order to accomplish this goal and meet the needs of our students, administrators or teachers will:

- Organize the school to allow teachers to collaborate regularly and study the instructional shifts, as well as, designing coherent instruction as outlined by the Danielson Framework for Teaching
- Plan differentiated instruction, as evidenced by teacher lesson plans, student progress records, and observation of whole class, small group and individual instruction.
- Collaboratively plan common core aligned lessons using *Wonders* and other resources
- Use interactive white boards, teacher created centers, laptops, ipads, open access library and other auditory learning tools to facilitate a student centered learning. This will be observed through frequent cycles of observations to see if the implementation of these scaffolds or multiple entry points is appropriate and necessary.
- Meet at grade inquiry meetings to look at annotated student work and make adjustments to units, lessons and instruction
- Engage in professional learning opportunities; lunch and learns, Network offered PD, Curricular Program PD

B. Key personnel and other resources used to implement each strategy/activity

Staff and other resources

1. The administrative team will monitor and support the ongoing curricular planning to ensure that units of study are aligned to the Common Core.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will plan lessons that engage students in rich conversations using academic language. Throughout the year, teachers will build a toolbox of strategies that support the close reading of complex texts.

D. Timeline for implementation and completion including start and end dates

1. School-wide activities around promoting critical thinking will begin September 2013, and end June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I – small, flexible group, push in, pull out intervention for grades K- 5, talented and gifted grades 2- 5.

Professional development for grades K -5 and small group instruction.

Title I and Title III for the after school program, per session and consumable materials.

1. Per session monies (Title 1 funds) will be budgeted for professional development activities and after school programs. Inquiry teams will meet regularly beginning in September 2013 to continue to investigate ways to improve student learning. Title 1 funds will be allocated for per session activities and for purchasing classroom resources.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

As per our PIP plan, our parent coordinator has planned a series of workshops to assist parents in accomplishing our goals. Through these workshops parents will learn ways that they can use over dinner conversations, family trips, games and reading time to expand and stimulate their children's knowledge. PS 121 also encourages perfect attendance through our Attendance Reward program. The class with the highest monthly attendance percentage is rewarded with a pizza and popcorn party. This initiative helps encourage student attendance throughout each grade level.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be an increase of 3% of students in grades four and five who are meeting particular standards as measured by end of year school based common assessments in mathematics

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon analysis of math data through the use of SchoolNet, ARIS, unit tests and the teacher data records from grades four and five, there is an urgent need to increase opportunities for students to engage in problem solving skill development activities as they relate to Number and Operations and Operations and Algebraic Thinking.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

In every classroom, emphasis will be placed on students' engagement in tasks that require them to demonstrate their understanding of concepts and skills through mathematical modeling and constructing arguments. This year, we are adopting a new mathematics program entitled GoMath. The GoMath curriculum provides students with a variety of strategies and resources for solving multi-step problems. Teachers, with the support of the administration and Network-based support staff will work in teams to analyze performance based tasks. This process not only requires teachers to understand what the standard(s) is asking the student to know and be able to do, but to think about which mathematical practices are embedded in the task and how the instructional shifts are being addressed.

- Professional development will be provided throughout the school year on the CCLS with a major focus on mathematical practice 3, which focuses on constructing viable arguments and critiquing the reasoning of others.
- Teachers will meet with the administration on a monthly basis to review the key elements of Go Math math performance-based tasks and to assure that instruction is aligned to assessment expectations.

- In collaboration with the administration, teacher teams will continue to refine the math curriculum to reflect teacher practice, alignment to the CCLS and differentiated instruction.
- Monthly inquiry meetings will focus on standards-based Data Driven Instruction; assess, analyze and create action plans based on student mastery of appropriate grade level standards.

B. Key personnel and other resources used to implement each strategy/activity

Staff and other resources

- The administrative team will provide ongoing support for teacher teams around curricular planning.
- In order to build coherence, lateral planning meetings provide teachers with the opportunity to connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will plan lessons that engage students in deepening their understanding of mathematical concepts. Throughout the year, teachers will build a toolbox of strategies that support solving multi-step problems

D. Timeline for implementation and completion including start and end dates

1. We will begin in September 2013, and will end in June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I – small, flexible group, push in, pull out intervention for grades K- 5, talented and gifted grades 2- 5.

Professional development for grades K -5 and small group instruction.

1. Title I and Title III for the after school program, per session and consumable materials.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- There will be several parent workshops hosted by the Parent Coordinator in collaboration with classroom teachers, that will be geared towards providing parents with math tips, exercises and games that will help their children to achieve proficiency with problem-solving.
- At workshops and during Parent Teacher Conferences, parents are provided with a resource packet and manipulatives that can be used at home to help their children to think critically and efficiently when solving math problems.
- To increase parental involvement, parents will receive progress reports and report cards throughout the year. During Curriculum Night in September, parents were informed of the new GoMath curriculum and were provided with online access. Parents were also provided with a parent handbook, which includes the ELA and Math curriculum and assessment information.

Parent input is considered when planning for future parent development workshops

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I for math, and Title I and Title III for the after school program, per session and consumable materials.

Per session monies (Title 1 funds) will be budgeted for professional development activities and after school programs. Inquiry teams will meet regularly beginning in September 2013 to continue to investigate ways to improve student learning. Title 1 funds will be allocated for per session activities and for purchasing classroom resources.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Starting September 2013 until June 2014, 100% of teachers will receive professional development around designing coherent instruction as outlined by the Danielson Framework for Teaching

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After an analysis of formal lesson plans that were submitted for formal observations, the administrative team realized that there was a need for all of the elements of the instructional design to support the stated instructional goals, while engaging students in meaningful learning and showing evidence of student input.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

One of our foci is to evaluate teacher effectiveness with a focus on planning and preparation. Currently, our teachers are involved in instructional planning that includes a deeper understanding of content and pedagogy. Our teachers are involved in planning lessons to include: learning activities, materials, and strategies are designed to address the students' skills, knowledge and language proficiencies.

- The administration will conduct Individual Planning Conferences outlining academic and instructional expectations as well as professional responsibilities that align with the school's instructional focus.
- Teachers will be engaged in a series of professional development workshops in the areas of improving teacher practice.
- School administration will conduct a series of classroom visits with a focus on Designing Coherent Instruction.
- Teachers will receive actionable feedback with specific next steps for improving teacher practice.
- Administration and teachers will engage in consistent debriefing sessions about classroom visits feedback information.
- School instructional cabinet will meet on a weekly basis to develop plans for teachers continued growth and development.

• Key personnel and other resources used to implement each strategy/activity

1. School administrators, Talent Coach and Network Personnel will provide ongoing support in identifying model lessons that prepare students for college and careers.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Throughout the year, teachers will be strengthening their competency around designing coherent instruction. As a result, teachers will plan model lessons using the well- developed characteristics enumerated in the Danielson Framework for Teaching.

• Timeline for implementation and completion including start and end dates

1. This activity will begin in September 2013, and end in June 2014.

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session monies (Title 1 funds) will be budgeted for professional development activities

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Fostering collaboration among all members of the community is essential. They must all be committed to improving the school climate and to build interpersonal relationships that improve the quality of human interaction. The parents are a crucial part of this success. Respect for all members' opinions is necessary for the students' success.

Through parent workshops, the teachers frequently provide information to families about the instructional program. Parents also, through letters that are sent home documenting benchmark assessments, are able to track their students' progress. The teachers, along with the Parent Coordinator, frequently offer engagement opportunities to families so that they can participate in learning activities. The NYC Parent Academy had a symposium at our school that showed parents how to use

online tools to track their children's' progress and learning strategies that will enable them to be part of the educational process. With our Go Math program, the best way for parents to support their children is with the online resources found on ThinkCentral. Another valuable resource that we utilize for parent support are the School-Home Letters found in the Benchmark Practice Book. Our teachers send home these letters so that parents can be informed about the upcoming Math units and the vocabulary that they can teach their children. Finally, it provides us with a unifying and systematic approach to developing curriculum

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We are committed to allocating resources, which will maximize student learning. Therefore, we have reading teachers and lead teachers that are supported by the network to share and turnkey at grade conferences. They also model lessons, create curriculum maps, plan individually, and participate in book clubs and small group instruction.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will increase parents' involvement by 3% as measured by attendance at workshops and school-wide events.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of the percentage of parents responding to the learning environment survey and attending workshops and PTA meetings revealed that we are below the 90% mark. This was identified by the Parent Coordinator and the Instructional Team as an area in need of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

Parents are perplexed about the standards. Therefore, we have begun a series of workshops that serve to enlighten the parents and develop insights into the expectations and demands of the Common Core State Standards. The workshops are "parent friendly", and hosted by the parent coordinator, the guidance counselor and the administrators. A variety of strategies are shared with the parents highlighting a breakdown of the Common Core State Standards and what is expected from their children. Student academic achievement standards and forms of assessments that are used to measure student proficiency and progress are also shared with the parents. These parent meetings facilitate conversation among parents, teachers, and children about high-level academic learning goals. Because the Common Core State Standards define exactly what students should know and be able to do at each grade level, they help parents to be informed about the specific academic subject matters that support learning of the important content and skills defined by the CCSS. These meetings that are held on a monthly basis are focused on ways that parents can reinforce these content areas at home.

• **Key personnel and other resources used to implement each strategy/activity**

Our parent coordinator has expanded our workshops on "Your Child, the NY State Tests and the Common Core State Standards". We begin this year with a general meeting that was later followed by meetings available to K-2 parents. Then 3-5 individual grade sessions commenced. The parent coordinator, guidance counselor and lead teachers conduct these workshops.

Each school year we distribute an agenda book to each child. This is a crucial tool for the family. It not only contains a place to write homework assignments, but it includes a calendar of events, as well as, a parent guide. Additionally, administrators provide the teachers with resource packets for parents to distribute during parent

teacher conferences. These packets include updated information.

Throughout the year, we have an extensive (and ever growing) list of activities that the parent community can be involved in such as the family fun night, dance show, middle school choice night, multiplication bee, etc. Continuing this year is the “coffee and conversation” meetings. This is an engaging and exciting idea. Parents have the opportunity to just drop in without a formal agenda, and discuss any one of a myriad of concerns, regarding their child’s education and other issues. The parent coordinator hosts these meetings.

Our open access library program continues this year. Parents and students in grades K-5 are invited to weekly sessions. They partake in a very unique program where research and other literacy skills are addressed. The parent sessions are devoted to strengthening the literacy foundation between parent and child as well as the home-school connection.

We have a series of workshops that provide the parents with insight into the Common Core State Standards. These workshops are “parent friendly” and serve to simplify the Common Core State Standards requirements. A variety of strategies are shared with the parents, such as key terms that are used on standardized tests, and additional academic materials that can help the students at home

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

As a result of our Parent outreach and workshops, we will see an increase of participation in the Learning Environment Survey

- **Timeline for implementation and completion including start and end dates**

Our parent outreach will begin September 2012, and end June 2013.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session monies (Title 1 funds) will be budgeted for professional development activities

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

PIP

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Parent Coordinator gets paid from Tax Levy funds.
- Open Access Librarian gets paid from Title 1 funds.
- Parents and children attend open access promotion with a greater understanding of literacy for kids.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

2. Strategies/activities that encompass the needs of identified subgroups
1.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Small group instruction is provided throughout the day for grades K-5. Students in grades K-5 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our RTI teachers. Students who are deficient in their comprehension skills receive small group instruction using a scientifically proven program.	Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing, and lessons to build grammar skills. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our after school program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
Mathematics	Small group instruction is provided for grades 1-5 before, during, and after school using manipulatives for hands-on instruction. RTI ELA instruction is cross curricular. Students are exposed to reading strategies and skills that will aid them during mathematics instruction.	Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our cross-curricular after school program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
Science	There is a cluster program where instruction will be provided for students in grades 3-4 that will include lessons on the strands of Physical Setting and the Living Environment through inquiry based investigations RTI ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and social studies instruction.	Problem-solving skills, developing positive science attitudes, learning new science content, and increasing scientific literacy will be key areas of concentration. There will be opportunities for hands-on experience with scientific tools while honing questioning and observation skills. RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).	Additional services are provided in our cross-curricular afterschool program 2 days a week for an hour and a half each day. RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.
Social Studies	Our social studies cluster program is to reinforce the social studies standards.	They are reinforced through selecting of specific read-alouds to stimulate interest	Additional services are provided in our cross-curricular afterschool program 2

	<p>RTI ELA instruction is cross curricular. Students are exposed to non-fiction texts and reading strategies and skills that will aid them during science and social studies instruction.</p>	<p>while producing an enriching standards based curriculum.</p> <p>RTI instruction is provided in small groups (Tier 2- 5 students, Tier 3- 2 students).</p>	<p>days a week for an hour and a half each day.</p> <p>RTI services are provided during student's specials periods a minimum of 3 days a week for 45 minutes.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - School counseling includes, but not limited to, the following skills for increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness. <p>Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize inhalers properly, and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities, and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Graph-o-motor skills include pen holding, writing, learning spacing, and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapists, and parents.</p>	<p>At risk and youth development support is provided one to one or in small group sessions based on need by our guidance counselor and social worker.</p>	<p>- Due to budgetary constraints, we are unable to provide after school services at this time, which does, without a doubt, impact students' ability to cope with everyday stresses that can interfere with their academic progress</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To be found qualified, one must apply, submit a cover letter and resume and be interviewed by the personnel committee, which will determine which candidates meet the qualifications in the posting.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Data is analyzed to inform teacher and grade specific professional developments. • Grade conferences and one-to-one meetings are used to extend the discussions. • New and struggling teachers are mentored on a regular basis. <p>We have a supportive administration along with adequate resources and student materials, a safe environment, time for collaboration, ongoing professional development, reasonable class sizes, and support personnel and current technology. In addition, our new teachers attend professional development over the summer before school begins and continue throughout the school year. Lead Teachers help analyze data and implement effective instructional practices. New teachers are partnered with veteran teachers and are given time to observe in other classrooms</p>

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I monies are used to support the Students in Temporary Housing by ensuring that they are provided with additional instructional materials such as school supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The transition plan for preschool children begins with a Parent Orientation and Meet the Staff for the parents on the first day of school. At that time, we also provide parents school information, a parent handbook, as well as literature on supporting early childhood learners at home. In collaboration with the Parent Coordinator, PTA and the administration, we host Curricular Meetings for all grades, including Pre-K and kindergarten. During this session, parents are provided with the grade level expectations, as well as specific strategies to help hone in the school to home connection. Finally, all parents from Pre-K to 5 are invited to all parent workshops. Preschool students are assessed three times a year and results are shared with parents. The results are used to alter small group instruction or vertical alignment. There is an assessment checklist which includes numeral assessments: Row 1: 3,5,0,1,4,2 Row 2: 7,9,8,6,10, color assessment of red, orange, yellow, green, blue, purple, black, white, and brown, counting from 0-5 and 6-10, identifying the shapes, writing his or her name, identifying the letters of the alphabet, and cutting a sheet of paper in order to assess his or her fine motor skills. The school social worker meets with parents and recommends intervention services when necessary. Student portfolios are passed on to the kindergarten teachers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment
--

measures and the professional development provided regarding the use of assessment results to improve instruction.

At PS 121, we believe in collaboration and in using our Professional Learning Community to make decisions regarding the selection of assessments. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via faculty conferences. Finally, this year, a MOSL Committee was formed to evaluate assessments and make recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee's recommendations.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

P.S. 121 QUEENS
126-10 109 AVENUE
SOUTH OZONE PARK, NEW YORK 11420
(718) 738-5126

Evelyn Vadi, Principal
Christina Zovich, Assistant Principal
Marissa Lazos, Assistant Principal

Parent Involvement Policy

Statement of Purpose

P.S. 121Q teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. We believe when school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in their children's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, P.S. 121Q teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our Title I program.

Parents' Rights and Responsibilities

The responsibilities of the school, parents, and children in increasing student learning and achievement are identified in our School-Parent Compact. Periodically, parents of participating children are invited to review the compact and make suggestions for revisions.

Development of the School Parent Compact

The development of the School Parent Compact, as well as, the Parent Involvement Policy, is a joint venture between parents, teaching staff, members of the School Leadership team, and our Parent Coordinator. Our Parent Coordinator oversees the implementation of these documents as it relates to parents of our students. During monthly Parent Association meetings, which are attended by parents, teachers, the Parent Coordinator and the Principal, issues related to the education and welfare of our students are brought forth and discussed. Furthermore, during regularly scheduled School Leadership meetings, issues are discussed, revised, and updated as deemed necessary.

School/Parent Communication

Communication between the school and parents is one of the many components necessary to the success of our students. Teachers meet with parents twice during the school year for Parent Teacher Conferences. There is an afternoon and an evening component to accommodate all parents. Parents also receive a midyear progress report. In addition, upon request, parents may meet with any member of the school community at any time or by scheduling an appointment. School bulletins and a newsletter, called The Reading Connection, are sent home monthly in order to inform parents of meetings, workshops, and other opportunities available to parents. Parents are invited to the Curriculum Day, the Literacy Fair and open school week. Parents are aware of how the standards will unfold and what to look for at home.

Student Goals as per the Comprehensive Educational Plan (CEP)

#1

Parent Workshops

Throughout the school year a number of parent workshops are scheduled. Members of our staff and our Parent Coordinator conduct these workshops. Meetings cover many topics including, but not limited to, preparing students for the English Language Arts and Mathematics state exams, completing the middle school application, and an open house for students entering Kindergarten. Parents are also encouraged to suggest meeting topics. As a result of these suggestions, we have begun a series of workshops on the Common Core Standards, and how they relate to students learning, etc.

Our parent coordinator will expand our workshops on “Your Child and the NY State Tests”. We will begin this year with a general meeting. Later, follow-up meetings will be available for K-2. Then 3-5 individual grade sessions will commence. In conjunction with the parent coordinator, our guidance counselor, and teacher leaders, will conduct these workshops. There will also be ongoing ARIS workshops.

Through collaborative efforts parent workshops will now empower parents to have a voice. We feel parents can play an integral part in working with their children to understand central ideas of texts.

In conversations with parents, we learn about their children. This, in turn, may assist in a child’s decision to research a specific topic of interest, and then write persuasively with conviction.

#2

Increases Parent Involvement

The Parent Coordinator reaches out to the staff members to utilize their expertise in a particular subject area. In careful evaluation we already added other topics of a wider range. Each school year we distribute an agenda and a folder to each child. This is a crucial tool for the family. It not only contains a place to write homework assignments, but it includes a calendar of events, as well as, a parent guide.

Throughout the year, we have an extensive (and ever growing) list of activities that the parent community can be involved in such as the literacy launch, family fun night, musical productions, middle school choice night, The Parent Academy, multiplication bee, and the addition bee.

Our open access library program will continue this year. Parents and students in grades K-5 are invited to weekly sessions. They will partake in a very unique program where research and other literacy skills are addressed. The parent sessions will be devoted to strengthening the literacy foundation between parent and child. Our school is also part of the destiny system. The parents and children can access the system to find any book they are looking for.

We have begun a series of workshops, which will enlighten the parents with insight into CCSS. The workshops will be “parent friendly”. A variety of strategies will be shared with the parents through “The Parent Voice”. Parents will have the opportunity to make trips to the library. We have also started a crocheting circle this year.

The scheduling of the workshop will be responsive to the needs of the parents. We are considering developing a *survey* that will ask the parents about their preferences for future workshops.

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SCHOOL-PARENT COMPACT

The P.S. 121Q School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2013-2014.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The P.S. 121Q School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the CCLS.
- Provide parents with frequent reports on their children's academic and behavioral progress. We will provide a midyear progress report as well as progress reports during the Parent/Teacher conferences, show samples of student work, updates on reading, writing and math assessments.
- Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train qualified staff.
- We are dedicating ourselves to build bridges to foster an environment where children can think more analytically.
- Highlight and prepare ways that the parent can advance the learning environment at home.

Specifically, those conferences will be held:

October 1, 2013 - Engaging Families on State Common Core Exam Results
October 8, 2013 – Middle School Choice
October 22, 2013 – Welcome to the School Library
October 31, 2013 – Literacy Launch- Characters Come Alive Day
November 1, 2013 – Prepared for the Parent Teacher Conference
November 13, 2013 – afternoon parent teacher conference
November 14, 2013 -- evening parent teacher conference
December 3, 2013 – Reading and Writing Success
December 17, 2013 - Math Success
January 14, 2014 – Strategies to Help the Struggling Learner
February 11, 2014 – Developing Your Child's Language Skills
March 4, 2014 – NYS Common Core ELA Test Overview and Strategies

March 11, and 12, 2014 -- afternoon and evening parent teacher conference

March 18, 2014 - NYS Common Core Math Test Overview and Strategies

- We believe that ongoing dialogue between all parts of the community is essential to the success of our students. We are thinking of initiating a plan where every September, teachers reach out to parents introducing themselves and sharing a positive comment about their children.
- Parents will continue to be provided access to Acuity as a means of monitoring their child's performance and progress.
- Teachers are encouraged to contact parents throughout the year with positive feedback about their children.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Our school prides itself on having wonderful parent- teacher relationships.
- Teachers are always reaching out to parents to work collaboratively with their children. We all agree that only through strong collaboration between teachers and parents, will the students reap the benefits.
- Our administration has an open door policy.

Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:

- Curriculum Days on September 24, 25, and 26, 2013.
- Open School Week November 19, 20, and 21, 2013.
- Teachers are always instructed to communicate with parents as early in the year as possible. They do not wait until parent teacher conferences to broach a problem that might exist, which might impede a child's progress.
- Parents are invited to monthly assemblies, Multiplication Bee, Addition Bee, Spelling Bee, and Family Fun Night.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Support your child's learning by making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance.
- Talking with my child about his/her school activities everyday.
- Scheduling daily homework time and assigning homework done daily.
- Providing an environment conducive for study.
- Making sure that homework is completed.
- Monitoring the amount of television my children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time and assuring that my child's education comes first.

Participating in school activities on a regular basis:

- Attending family nights, shows, and any family gatherings.
- Participate in after- school activities.

Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate

- Attend all parent meetings, such as parent teacher conferences to keep abreast of child’s progress.

Reading together with my child every day

“Children are made readers on the laps of their parents.” Emilie Bushwald.

Providing my child with a library card

- Making regular visits to the library.
- The school will provide visits to the library so that students can fill out an application to attain a library card.
- Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect, Be Honest, Work Hard.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school discipline policy.
- Express high expectations and offering praise and encouragement for achievement.
- Checking Aris Parent Link periodically to keep informed of my child’s attendance, performance and support my child when needed.

Home School Connection

- The Parent Coordinator will conduct parent workshops that are geared to increase parent awareness about their student’s academic strengths and weaknesses.
- We have been sending home a monthly newsletters that provides extra support that parent can use at home.
- We have also introduced the Go Math Academy to the parents.

A.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 121
School Name P.S. 121		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. E. Vadi	Assistant Principal Mrs. C Zovich
Coach N/A	Coach N/A
ESL Teacher Mrs. S. Green	Guidance Counselor Mrs. G. Canal
Teacher/Subject Area Mrs. K. Crisafi	Parent Mrs. D. Hawkins
Teacher/Subject Area Mrs. E. Croce	Parent Coordinator Mrs. J. Garrett
Related Service Provider Mrs. L. Brand	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	850	Total number of ELLs	25	ELLs as share of total student population (%)	2.94%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	6	7	3	2	5	2								25
SELECT ONE														0
Total	6	7	3	2	5	2	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	25	0	3	0	0	0	0	0	0	25
Total	25	0	3	0	0	0	0	0	0	25

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	1	1	1	0								9
Chinese														0
Russian														0
Bengali														0
Urdu	1													1
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi	4	2	1	0	4	1								12
Polish														0
Albanian														0
Other				1		1								2
TOTAL	6	8	2	2	5	2	0	0	0	0	0	0	0	25

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	1	0	1	0								9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	1	0	1	0								4
Advanced (A)	0	4	1	2	3	2								12
Total	6	7	3	2	5	2	0	0	0	0	0	0	0	25

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3											
	I		1											
	A			3	1	1								
	P			2	1	3								
READING/ WRITING	B		3		1									
	I			1	1	4								
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	2	0	1	0	3
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4			2		1				3
5			2						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The ESL teacher is trained to use a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessments, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ESL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive instruction. Continuous collaboration between the ESL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An analysis of LAB-R scores for the current year shows that 40% of ELL students are on the beginner level, while the other 60% was proficient, and did not need ELL services. An analysis of NYSESLAT scores showed that 11% of students are on the beginner level, 22% are on the intermediate level and 67% are on the advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses the Annual Measurable Achievement Objectives to measure progress toward the goal of English proficiency amongst our ELLs. Our content area data also shows academic skills where our ELL students have improved and areas where they need help. The AMAO data also highlights the areas where the students show academic weaknesses, and allows the ESL teacher to tailor timely and targeted interventions for students, such as scaffolding language strategies and differentiating tasks.

NYSESLAT assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 11% of ELLs scored at the beginner level, 22% of ELLs scored at the intermediate level, and 67% scored at the advanced level. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher also meets with the administrative and school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students.

Analysis of NYSESLAT scores showed that 80% percent of beginner students showed improvement in speaking and listening, and showed 100% improvement in reading and writing. 70% of intermediate students also showed improvement in reading and writing, and showed considerable improvement in speaking and listening. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient, and also to use Readworks.org, and other online instructional tools that these students can access on their individual mini-ipads.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ELL periodic assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 15% of ELLs scored below the grade level performance, 45% of ELLs scored approaching grade level performance, and 40% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher meets with the school leadership team, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of math assessments showed that 30% scored below grade level performance, 40% scored approaching grade level performance, and 30% scored at grade level standards. The ESL teacher and the math teachers are working on ongoing assessment

and teaching strategies that are used to determine movement towards math core curriculum standards.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to bolster development in this area. This support should be delivered in coordination with language support services.

In serving ELLs, the first focus should be on improving the quality of core instruction and making sure that most students have ongoing, high-quality opportunities-to-learn and are succeeding. Our school is currently using the Award Reading program to address the academic needs of these students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to assist ELLs, the strategic use of the native languages can be incorporated into English instruction as a support structure to clarify, build prior knowledge, extend comprehension, and link experiences. Native languages can be incorporated into the ELL teacher's instructional practice through the following: technology, human resources (e.g., paraprofessionals,) native language materials such as access to native language books that are available in the class or school libraries.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

According to 2013 NYSESLAT results, 85% of ELL students at P.S. 121 moved up levels, i.e. there are now more advanced ELL students and 30 % of ELL students were proficient or tested out. This shows that ELL students were able to acquire academic language skills to comprehend English throughout content areas. THE ESL teacher will continue to provide content area and well developed learning strategies to solve problems and be actively engaged in a standards based curriculum.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students who are admitted into the school will be administered the Home Language Identification Survey by the ESL teacher. The informal interview will be given to the child by the ESL teacher. A member of the staff can translate if the students' native language is Spanish, or outside translators are hired for other languages. The answers are analyzed by the ESL teacher, and a list of eligible students are administered the Language Assessment Battery (LAB-R), within 10 days of

registration. The ESL teacher will keep a record of these LAB-R scores. Those falling below the cut scores will be eligible to be serviced by the ESL teacher.

The Spanish LAB-R will be administered to those students whose home language is Spanish.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When the ESL teacher meets with parents at ongoing parent meetings, a thorough description of the Transitional Bilingual Education, Dual Language and Freestanding ESL programs are outlined. The Parent Orientation Video is shown, and parents are offered different descriptive brochures about each program. The selection of the desired language program is done after the in-school orientation which is conducted by the ESL teacher. If the need arises, a translator is hired to inform parents about the program choices. If a parent chooses a program other than ESL, these parents will have a meeting with the administrative team and their options are outlined, as far as the programs that are offered in the district and the transfer procedures.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

There is an ongoing process where continued entitlement letters are distributed by the ESL teacher and returned to the ESL teacher. The ESL teacher ensures that every letter is returned by following up with phone calls to parents encouraging the return of these letters. Parent Survey and Program Selection forms are also encouraged to be returned on a timely basis by follow-up phone calls to the parents by the ESL teacher and Parent Coordinator. These letters are stored in the students' cumulative folders and copies are placed in the ESL teacher's office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Communication is usually provided by a member of the staff or if need be, a translator is hired for phone calls and written correspondence in native languages. Students are placed in the ESL program according to their proficiency levels. Letters are sent home to inform students of their child's placement. Translated letters are sent home to inform parents of their child's placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher and the testing coordinator work together to set up a schedule to ensure that all parts of the NYSESLAT are administered on a timely basis. Parent letters are sent home informing parents of the NYSESLAT exam before it is given. The purpose of the NYSESLAT is explained to parents, and the ESL teacher and the testing coordinator administer the test. A careful check is taken to ensure that all students are tested. If a child is absent, he/she will be given the test on the following day. Long-term absences will be given a phone call home to ensure attendance to take the NYSESLAT. The ESL teacher evaluates the RLER report to compile the list of students who are eligible to take the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After a careful review of Parent Survey and Program Selection forms for the past three years, it was concluded that 99% of parents chose ESL as their program choice. The remaining 1% chose to transfer their children to a bilingual program. Since there are not sufficient students to form a bilingual program, according to the above fact, a freestanding ESL program is the program offered at P.S. 121.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL program is a push-in program, and students are grouped by grade, and have mixed proficiency levels. Beginner and intermediate ESL students are serviced for two units of ESL instruction and two units of ELA from their classroom teachers daily. The advanced students are serviced for one unit of ESL, one unit of ELA from classroom teachers. Students are grouped heterogeneously for literacy instruction, according to their LAB-R and NYSESLAT scores. The administration and ESL teacher reviews the daily schedule and student proficiency levels to ensure all beginner and intermediate students are serviced for 360 minutes weekly and advanced students are serviced for 180 minutes week

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes as per CR Part 154 Regulations.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is embedded in ELA instruction. Instruction is conducted in English, and language instruction is aligned to the Common Core Learning Standards. The teachers use a rich repertoire of scaffolds to support students' understanding of academic content.

Teachers model the use of the academic language in ways in which students are expected to respond and participate. Also, content area instruction is supported by instructional materials, of appropriate quality and aligned to the Common Core State Standards. During content instruction, complex concepts and information can be clarified through demonstrations and experimentation. Lesson delivery includes simplification of explanations and vocabulary development by means of showing examples, demonstrating differences and similarities, and speaking with simpler syntax and incorporating text-based vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here: N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Extensive differentiated strategies, techniques and learning modalities will be developed, incorporated and utilized throughout the ESL curriculum, so that the four modalities of English acquisition will be addressed throughout the year, and lessons will incorporate reading, listening, writing and speaking the English language.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Sife students are initially assessed by the LAB-R tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments,

such as the students creating illustrations to depict picture to word associations.

ELLs who have been in the country for less than 3 years will participate in small group, task-oriented learning situations that guide the production of the English language, both in the verbal and written forms. These students will be supported in the classroom with supplementary information, pictures, and vocabulary charts to help them.

For ELL students who have been in the program for 4-6 years, the ELL teacher will focus on vocabulary and language development, guided interactions and teaching meaning-based context by modeling and graphic organizers.

Regarding long term ESL students, the ESL teacher has designed a specific instructional curriculum for these students. This plan also includes emphasizing vocabulary and language development and explicit instruction or the direct teaching of concepts.

We will continue to support our former ELL students by providing them with academic folders that have content-area, differentiated learning aids and common-core learning tasks and tips.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Special education and the ESL teachers collaborate monthly to determine the short term academic and lingual goals for each ELL student with special needs, as these evaluations should be progressive and open to change, as per the student's individual education plan. Differentiated lessons will be tailored in order to meet the academic needs of these students. Teaching strategies to facilitate the ELL-SWD students include small group instruction that emphasizes peer group work. The ESL teacher will incorporate different ways to present the information, for example, the teacher will provide visual aids or story read alongs on tape to address the visual and auditory learners. Students will be given differentiated graphic organizers to meet their individual learning needs and styles. The Wonders Reading program is a supplementary program that we use to address the language learning needs of these students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our push-in ESL program helps us to meet the diverse needs of our ELL-SWD students within the least restrictive environment. The ESL teacher assists the general education teachers in the classroom to provide small-group individualized instruction to these students. If the students are not able to achieve mastery of academic skills, the ESL teacher will reteach the skills, through the use of simpler text, working within groups to provide peer support, and will try to relate these skills to the childrens' cultures. Foundations and Wilson programs will be used as supplementary phonics programs. The ELL teacher consults the Individualized Education Plan for each ELL-SWD student on a consistent basis, to ensure that the academic needs of these students are being met.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

P.S.121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. that will be starting in January. ELL students from grades 3-5 will be encouraged to enroll in this program. Instruction will be delivered in English and the teacher is a fully certified ELL teacher. She facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. Early phonics readers, big book readers, sight word readers, vocabulary cards, graphic organizers and computer language learning activities are used to support ELLs. Photo tiles are also a teaching tool that can enhance beginner language learning activities.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This AIS program is effective, as monthly analysis of literacy, math assessments and standardized tests have shown that ELLs who have participated in this program during the last school year, have shown considerable improvements as far as higher scores on standardized assessments, classroom assessments and assignments. These students are also able to communicate effectively by using academic language, and are able to write using Tier 3 vocabulary words. Students are provided with opportunities and instruction on using academic language accurately in multiple contexts and texts, as this is an essential skill for all English language learners.

11. What new programs or improvements will be considered for the upcoming school year?

P.S. 121 will continue to install and use Promethean boards as instructional aids and it is our goal for every student to be afforded the use of Ipads to learn through technology.

ELLs will be able to enhance their learning by keeping a learning log and researching for their non-fiction reading and writing. Many of our ELLs are not afforded the opportunities of using technology at home, so exposure to technology to enhance learning is a valuable learning experience.

12. What programs/services for ELLs will be discontinued and why?

All of our programs for our ELL students will be continued and nothing will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are encouraged to participate in all programs through letters sent home or meetings with parents. ELL students are encouraged to attend the afternoon enrichment sessions, or the afterschool program. We also have dance, drama and basketball clubs with which our ELL students are actively involved.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our ELL students learn through exposure to interactions with technology, such as Promethean boards and Activotes. The classroom libraries and instructional materials are aligned with the school's Common Core curriculum and reflect the home language/s of our ELL students. Our ELL students have access to Ipads and mini Ipads and are able to access learning sites such as Award Reading, which provide scaffolding strategies that allow the ELL students to have access to differentiated learning materials.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the ESL program model, native language support is used in the ESL program by the staff that speak the languages of our ELL students. Native language books are also available in our classroom and school library. Native language support is systematic and available in all classrooms, and is evident through the availability of native language glossaries, dictionaries and materials.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Services that are provided to ELL students are provided throughout all grades, and all academic materials are age and grade appropriate.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There is a packet that is sent home to newly enrolled ELL students before the beginning of the school year. This packet includes

fun activities that incorporate language and learning, while offering suggestions for at-home homework help. These packets are sent home in translated versions. These packets are also given to new ELLs who register throughout the year.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

There are periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year. All teachers of ELLs will be provided with staff development sessions, where the ESL teacher will provide the staff with techniques that will support ELLs in academic vocabulary development, ways to help ELLs with non-fiction reading and writing, assisting ELLs with the tasks that are present in the Common Core Learning Standards etc. There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment.

The ESL teacher will continue articulation and support for transitioning ELLs by ensuring curriculum alignment between the transitioning year's curriculum. The ESL teacher will work in conjunction with the school's administrative team to formulate an academic follow-up curriculum that will be distributed to those ELL students who will be transitioning to middle/high schools.

The ESL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teaches different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning, while aligning teaching with the Common Core Learning Standards.

8 Some topics that will be covered at professional development sessions for our staff are-

-Workshops on key concepts in second language acquisition theory.

- Workshops on best practices for teaching ELLs in the mainstream classroom. These best practices will be aligned with the Common Core State Standards.

- Workshops on using technology to differentiate instruction.

All general education and special education teachers attend ELL training sessions that are facilitated by the ELL teacher, that focus on academic strategies to use when teaching ELL students. These workshop hours are monitored by evaluating workshop sign-in sheets.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Each year, P.S. 121Q has ongoing Parent Discussion sessions for the parents of all of our ELLs. The ESL teacher presents the sessions at different times throughout the year. These meetings provide parents with the information to make informed decisions as to ways that they can help their children at home. Handouts and materials are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

Parent surveys will be distributed where parents are allowed to identify the areas with which they need help. The ESL teacher will work with the Parent Coordinator to arrange workshops that address these areas.

Some of the Parent Workshops that we facilitated this year were-

-Language Learning Activities at Home.

-All About the Common Core State Standards and Your Child.

-Strategies to help your child with Homework.

Currently, P.S. 121 is not partnering with Community Based Organizations.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Our ELL teacher and administration have spent several years tracking ELL progress and student success. Many of our ELL students have moved up language levels and many have also reached language proficiency. We have aligned our curriculum and data which have allowed for greater success on the NYSESLAT, and for our students to become lifelong learners.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28/Q/ School Name: 121

Cluster: CFN Network: 209

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after-school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent. Based on our research, we have determined that we will provide translation and oral interpretation services for the two main languages represented in our school. These languages are Spanish and Punjabi.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings. These findings and translation action plan were shared at monthly grade meetings and P.T.A meetings, so that the school community were informed of the procedures that would be taken by P.S. 121 to meet the language needs of all parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks. Upon registration and filling out the Home Language Identification Survey, the home language will be determined, and the necessary documents that will be sent to the parent, will be translated. A1 Translation services, an outside vendor, will provide a translator for 10 hours to translate certain written documents. If there needs to be Spanish translation of documents, a member of the teaching staff will be able to do this.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or ELL parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations. These translation services will be provided with a translator from A1 translation services. If there needs to be a translator for the Spanish language, a member of the staff will be able to orally translate.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121. The option of having translation services will also be discussed at monthly P.A. meetings, and at Parent Orientation Meetings that the ELL teacher coordinates, so that the parents are offered translated documents, or are informed of their rights to have a translator to orally translate.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 121 Queens	DBN: 28Q121
Cluster Leader: Ms.Despina Zaharakis	Network Leader: Ms.Marlene Wilks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: F status ESL Teacher
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Direct Instruction Supplemental Program – P. S. 121 believes that supplemental programs should enhance language learning through content area teaching and specific amplified instructional strategies. P.S. 121 has an after school program for ELLs on Mondays and Tuesdays from 3:00 p.m. to 5:00 p.m. There are 10 ELL students who are enrolled in these programs and they are from grades 3-5. These students(after NYSESLAT and LAB-R data analysis) are the students who need the most help with language acquisition skills. English is the language of instruction, and the teacher that teaches after school is a fully certified ESL teacher. The after school program will begin in November and end in May, with approximately 45 sessions.

The Award Reading Program will be used in the after-school program. This is an interactive program that teaches reading through interactive and technological access to a wide variety of texts and resources.

There will also be a fully certified, F-status ESL teacher(who will work 2 days a week) and will also be helping 28 ELL students with Math, Science and Social Studies. These students are also students, who after studying NYSESLAT, LABR scores and formal and informal teacher assessments, are the students who can benefit from additional academic instruction. The F-status teacher will be pushing in during content area instruction, such as for Social Studies and Science. The F-status teacher is able to service the beginner and intermediate ESL students for the required number of minutes, because she is in classrooms for double periods. This is a supplementary program, and she will be servicing grades 1 & 2 during periods 1&2, and during periods 3&4 she will be servicing grades 4 &5. She will also be servicing grade 5 during periods 7&8. She will focus on teaching ways to acquire the English language through the use of content areas. She will implement various instructional strategies, such as demonstration and modeling with use of mentor texts, language enrichment activities, and programs to ensure that ELL students meet the standards. Academic language development focuses on language functions, structure, and vocabulary lessons which are all included as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Columbia's Teacher's College Reading and Writing Program for the acquisition of English language skills in ELLs. The ESL program utilizes various scaffolding strategies. Our program is student-centered and instruction is based on the students' needs and interests. Our instruction is based upon the Common Core State Standards. This supplemental program will also begin in November and end in May, with approximately 40 sessions.

The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar,

Part B: Direct Instruction Supplemental Program Information

and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives. These support services will emphasize test-taking strategies for both the ELA and Math state tests, ways to decode academic language and a focus on understanding the language component in comprehension activities.

There are standards-based materials that are accessible to students, and these materials include easy language books with rich illustrations, books on tape that accompany illustrated texts, teaching visuals and leveled books that are related to the students' cultural backgrounds. Students are immersed and surrounded by texts, visuals and a print-rich environment.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There are also periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions that will be offered every other month, during Lunch and Learn sessions. The ESL teacher, along with the F-status teacher, will also attend monthly meetings with Mr. Pierre Galvez in order to receive training on ways to achieve academic success for ELL students. The ESL after school teacher (who is not the regularly assigned daytime ESL teacher) is also encouraged to attend these sessions, and when unable to do so, is provided a staff development session with the ESL teacher who passes on this workshop information. Some of the topics to be covered are-Teaching ELLS through aligning the Common Core State Standards with instruction, Integrating Vocabulary through Language, Ways to Scaffold Language etc.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 121 Q will have ongoing workshop sessions for the parents of the Title III ELL students. These meetings will focus on language development activities, and will be conducted once a month for two hours. Parents will be informed about language learning activities that they can

Part D: Parental Engagement Activities

practice at home. The ESL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children. These workshop sessions will target approximately 15 parents who are the parents of our current and former ESL students.

Mrs. Green, the ESL Coordinator, along with Mrs. Garrett, the Parent Coordinator, will conduct these meetings and some topics to be covered are- Ways to help your child with Homework, Ways to teach Language on an Everyday Basis, Helping your child through the use of literature.

Parents will be notified of these meetings by phone calls and letters sent home. These letters will be sent home in the parents' preferred languages.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

